

Certified Prevention Specialist CPS Practice Exam (Sample)

Study Guide



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SAMPLE

Questions

- 1. What term refers to the individual or person affected by the public health problem in the Public Health Model?**
 - A. Information Dissemination**
 - B. Host**
 - C. Delinquency**
 - D. Problem Identification and Referral**
- 2. Which of the following is a key to creating a culturally competent prevention program?**
 - A. Changing a prevention program to adjust to a community's specific characteristics**
 - B. Understanding the geographic layout of the region and how the program fits within it**
 - C. Working with the community, not just for the community, in prevention planning**
 - D. Choosing the right program to fit the community**
- 3. What is the primary focus of prevention education?**
 - A. Building coalitions and networking**
 - B. Disseminating information**
 - C. Interaction between educator and participants**
 - D. Affecting critical life and social skills**
- 4. What are the Five Cs often associated with positive youth development?**
 - A. Character, Confidence, Competence, Compassion, Care**
 - B. Competence, Confidence, Connection, Caring, Character**
 - C. Community, Cooperation, Commitment, Compassion, Character**
 - D. Coaching, Counseling, Consulting, Contributing, Communicating**
- 5. If a prevention specialist encounters a new community with a different culture, what should be the first step?**
 - A. Go to the community and ask to meet the community leaders**
 - B. Review the literature and gather academic information**
 - C. Find a key informant**
 - D. Assess the community's readiness**

- 6. Which is not considered a resiliency factor?**
- A. Ability to obtain positive attention**
 - B. Desire to achieve**
 - C. Favorable community**
 - D. Positive adult role models**
- 7. Which leadership style emphasizes empowering others to make decisions?**
- A. a. Developer**
 - B. b. Delegator**
 - C. c. Director**
 - D. d. Feedback**
- 8. Which step should precede the implementation of prevention programming in a community?**
- A. Developing a marketing plan**
 - B. Gathering information about the community**
 - C. Conducting a program evaluation**
 - D. Recruiting volunteers**
- 9. What do needs assessments include in their examination of a community?**
- A. Risk levels**
 - B. Available resources**
 - C. Expected outcomes**
 - D. Documentation of resources**
- 10. What does mobilizing community members to engage in prevention efforts exemplify?**
- A. Community readiness.**
 - B. Problem prioritization.**
 - C. Coalition building.**
 - D. Community needs assessment.**

Answers

SAMPLE

1. B
2. C
3. D
4. B
5. A
6. C
7. A
8. B
9. D
10. C

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Explanations

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1. What term refers to the individual or person affected by the public health problem in the Public Health Model?

A. Information Dissemination

B. Host

C. Delinquency

D. Problem Identification and Referral

The term that refers to the individual or person affected by a public health problem in the Public Health Model is "Host." In this context, the host is the individual who is susceptible to the health issues being addressed, whether it be a disease, addiction, or any other public health concern. This concept is fundamental in understanding the dynamics of public health, as the host interacts with various environmental and behavioral factors that influence their health. Other terms in the question relate to different aspects of public health. For example, information dissemination refers to the strategies used to share health information with the public. Delinquency typically pertains to legal violations and behaviors often associated with youth, and problem identification and referral focuses on recognizing and directing individuals to appropriate resources for their issues. Understanding these distinctions enhances the comprehension of how public health models operate and how individuals are situated within them.

2. Which of the following is a key to creating a culturally competent prevention program?

A. Changing a prevention program to adjust to a community's specific characteristics

B. Understanding the geographic layout of the region and how the program fits within it

C. Working with the community, not just for the community, in prevention planning

D. Choosing the right program to fit the community

The choice highlighting the importance of working with the community, rather than solely for the community, is essential for creating a culturally competent prevention program. This approach fosters collaboration and builds trust between program facilitators and community members. By involving the community in the planning and implementation processes, practitioners can gain insights into the unique values, beliefs, and needs of the population they are serving. This engagement can lead to more relevant programming, increase community ownership, and ultimately result in more effective prevention efforts. Involving the community also helps to ensure that the strategies used are culturally sensitive and tailored to the specific environment, which is vital for the acceptance and success of the program. It emphasizes the idea that prevention is a shared responsibility, where community voices play an integral role in shaping the interventions designed to address issues that matter to them. Additionally, this approach can help identify local resources and mobilize community assets that can enhance the effectiveness of the prevention efforts.

3. What is the primary focus of prevention education?

- A. Building coalitions and networking
- B. Disseminating information
- C. Interaction between educator and participants
- D. Affecting critical life and social skills**

The primary focus of prevention education is to effectively build and enhance critical life and social skills among individuals. This approach is essential because it equips participants with the necessary tools to make informed decisions, navigate social situations, and develop resilience against negative influences. By cultivating these skills, prevention education aims to empower individuals, thereby reducing the risk of engaging in harmful behaviors. While disseminating information is important, it is not the core objective. Information alone may not lead to behavior change; it is the application of this information through skill development that makes a real impact. Building coalitions and networking, although beneficial for broader community initiatives, do not directly address individual skill development. Similarly, the interaction between the educator and participants can facilitate learning, but if the primary goal isn't the development of life and social skills, then the interaction may be less effective in achieving positive outcomes in prevention education.

4. What are the Five Cs often associated with positive youth development?

- A. Character, Confidence, Competence, Compassion, Care
- B. Competence, Confidence, Connection, Caring, Character**
- C. Community, Cooperation, Commitment, Compassion, Character
- D. Coaching, Counseling, Consulting, Contributing, Communicating

The Five Cs associated with positive youth development are Competence, Confidence, Connection, Caring, and Character. These elements are essential for fostering a supportive environment in which youth can thrive. Competence refers to young people's ability to successfully interact with their environment, demonstrating skills and knowledge in various areas of life. Confidence is about having a positive belief in one's abilities, which encourages taking on challenges and pursuing goals. Connection emphasizes the importance of relationships with peers, adults, and the community, fostering social support and a sense of belonging. Caring involves empathy and concern for others, while Character encompasses the values and principles that guide behavior. In contrast, the other options include terms that, while relevant to youth development in a broader sense, do not accurately reflect the established Five Cs framework. The combinations given do not capture the specific parenting and social skills vital to the model, highlighting the significance of strong, positive connections and the critical attributes that support youth as they navigate their development.

5. If a prevention specialist encounters a new community with a different culture, what should be the first step?

- A. Go to the community and ask to meet the community leaders**
- B. Review the literature and gather academic information**
- C. Find a key informant**
- D. Assess the community's readiness**

Meeting with community leaders is crucial because it establishes trust and rapport within a new cultural environment. Community leaders often hold significant influence and insight about the values, expectations, and needs of the community. Engaging with them can provide a deeper understanding of the community's dynamics and help build collaborative relationships, which are essential for effective prevention work. While gathering academic information and reviewing literature can offer valuable background, direct engagement with the community provides context that academic resources may lack. Identifying a key informant is also an important strategy, but it typically comes after establishing initial connections with community leaders who can facilitate further introductions. Assessing the community's readiness is crucial, but without first building relationships and understanding the cultural context through community leaders, such an assessment may be less effective or may not accurately reflect the community's true disposition. Engaging with community leaders thus lays a solid foundation for all subsequent actions.

6. Which is not considered a resiliency factor?

- A. Ability to obtain positive attention**
- B. Desire to achieve**
- C. Favorable community**
- D. Positive adult role models**

Resiliency factors are characteristics or abilities that help individuals to cope and adapt in the face of adversity. A favorable community, although beneficial, is not considered one of these factors because it is an external factor that is outside of an individual's control. The other options - ability to obtain positive attention, desire to achieve, and positive adult role models - all refer to internal qualities that an individual possesses and actively engages in to build their resilience.

7. Which leadership style emphasizes empowering others to make decisions?

- A. a. Developer**
- B. b. Delegator**
- C. c. Director**
- D. d. Feedback**

The leadership style that emphasizes empowering others to make decisions is the delegator style. Delegators focus on allowing team members to take ownership of tasks and make decisions autonomously, fostering a sense of responsibility and confidence within the team. This approach not only enhances skills but also encourages creativity and innovation amongst team members, as they are given the freedom to explore solutions. The developer style typically involves mentoring or coaching others but does not necessarily emphasize empowerment in decision-making. A director style is more authoritative and involves directing and controlling the activities of others rather than empowering them. Feedback, while crucial in any leadership approach, is about providing information on performance rather than a style that focuses on decision-making empowerment. Therefore, the correct option reflects a focus on collaborative decision-making and trust in team members' abilities.

8. Which step should precede the implementation of prevention programming in a community?

- A. Developing a marketing plan**
- B. Gathering information about the community**
- C. Conducting a program evaluation**
- D. Recruiting volunteers**

Gathering information about the community is a crucial first step before implementing prevention programming. This process involves understanding the community's specific needs, resources, demographics, and existing conditions that contribute to the issues the programming aims to address. By collecting data on the community, practitioners can identify risk and protective factors relevant to the target population, ensuring that the programming is tailored to effectively address the unique challenges present. Conducting this formative assessment not only informs the selection of strategies and interventions but also helps in building community buy-in by involving local stakeholders in the needs assessment process. Ultimately, this careful gathering of information lays a solid foundation for the successful implementation and sustainability of prevention programs.

9. What do needs assessments include in their examination of a community?

- A. Risk levels**
- B. Available resources**
- C. Expected outcomes**
- D. Documentation of resources**

The correct choice in this scenario involves understanding what a needs assessment encompasses when examining a community. A needs assessment is a systematic process aimed at identifying and prioritizing the various needs of a population. One key component of needs assessments is the evaluation of available resources within a community, which helps to determine what services, programs, facilities, or supports are currently in place that can be leveraged to address identified needs. By assessing these resources, practitioners can identify gaps and opportunities for improvement, effectively guiding future interventions and program development. Analyzing risk levels helps in understanding the specific vulnerabilities within the community, while expected outcomes provide insight into what changes or benefits the community desires to achieve. Documentation of resources may be a part of the process, but it is not a comprehensive element like evaluating available resources, which actively informs planning and decision-making for need-based interventions.

10. What does mobilizing community members to engage in prevention efforts exemplify?

- A. Community readiness.**
- B. Problem prioritization.**
- C. Coalition building.**
- D. Community needs assessment.**

Mobilizing community members to engage in prevention efforts is effectively a demonstration of coalition building. Coalition building involves gathering individuals, organizations, and stakeholders to collaborate towards a common goal, often centered around preventing specific issues in the community. This process enhances community involvement and creates a collective impact, which is crucial for successful prevention initiatives. In addition, coalition building fosters a sense of ownership and shared responsibility among community members, creating a stronger foundation for sustainable prevention efforts. As community members come together, they can pool resources, share knowledge, and create strategic plans to address the identified issues. The other concepts do play essential roles in the broader context of community prevention efforts, but they focus on different aspects. Community readiness refers to the community's willingness and capacity to engage in prevention activities. Problem prioritization involves determining which problems are most pressing for the community. A community needs assessment identifies the needs and gaps within a community, providing baseline data for targeted interventions. Therefore, while all these elements are integral to effective prevention work, coalition building most directly reflects the action of mobilizing community members.